

**COURSE ASSESSMENT REPORT**

**I. Background Information**

1. Course assessed:  
 Course Discipline Code and Number: HSW 200  
 Course Title: Interviewing and Assessment  
 Division/Department Codes: HSBS/BEH
  
2. Semester assessment was conducted (check one):  
 Fall 2011  
 Winter 20\_\_  
 Spring/Summer 20\_\_
  
3. Assessment tool(s) used: check all that apply.  
 Portfolio  
 Standardized test  
 Other external certification/licensure exam (specify):  
 Survey  
 Prompt (for Outcome 1 & 3)  
 Departmental exam  
 Capstone experience (specify):  
 Other (specify): Audio taped interview completed by student (for Outcomes 2 & 4)
  
4. Have these tools been used before?  
 Yes  
 No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made. No changes were made to the measurement tool.

5. Indicate the number of students assessed and the total number of students enrolled in the course.  
 41 students assessed/ 42 enrolled a combined THREE sections of HSW 200.
  
6. If all students were not assessed, describe how students were selected for the assessment. (*Include your sampling method and rationale.*)  
 All students that were enrolled in the course were assessed. One student was enrolled, but quit attending class and was not assessed.

**II. Results**

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.  
 Based on the last assessments that were conducted, the instructor significantly increased the amount of practice time to allow students more opportunity to apply the skills being taught. Assessments completed in 2009 had 3-4 practice sessions for the semester and with assessments conducted for this report students had a minimum of 8-10 practice opportunities.
  
2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus. (*You can copy and paste these from CurricUNET's WR report.*)  
 Outcome 1: "Demonstrate competence in core attending skills in interviewing (i.e. observing, questioning, encouragers, paraphrasing, etc.)"  
 Outcome 2: "Identify key elements of an effective assessment of client needs and strengths."  
 Outcome 3: " Demonstrate influencing skills (i.e. confrontation, reflecting feeling, reframing, etc.)"  
 Outcome 4: " Demonstrate skill in writing goals, objectives, and progress notes in the context of a client intervention strategy."

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3. For each outcome that was assessed, indicate the standard of success exactly as it is stated on the course master syllabus. *(You can copy and paste these from CurricUNET's WR report.)*

Outcome 1: 70% of students must score a 2 or better for success (scale of 0-3)

Outcome 2: 70% of students must score a 2 or better on each of the two tasks that comprise this outcome

Outcome 3: 70% of students must score a 2 or better for success (scale of 0-3)

Outcome 4: 70% of students must score a 2 or better for success (scale of 0-3) with writing goals/objectives and an 8 or better for success (scale of 0-12) with writing a case (S.O.A.P) note.

4. Briefly describe assessment results based on data collected during the course assessment. Indicate the extent to which students are achieving each of the learning outcomes listed above and state whether the standard of success was met for each outcome. *In a separate document, include a summary of the data collected and any rubrics or scoring guides used for the assessment.*

Outcome 1: Assessment tool involved students recording a 15 minutes interview where they were instructed to utilize a specific skill set (see attachment 1: Interview 1 Grading Rubric).

Outcome: 9 students scored 3, 19 students scored 2.5, 12 students scored 2, & 1 student scored below 2. This indicates that 97.5% of students met or exceeded the standard for success

Outcome 2: Assessment tool involved students completing a series of questions referring to a case study that requested students to identify strengths and weaknesses, as well as writing a problem statement.

Outcome: Strengths/Weaknesses: 33 students scored 3, 4 students scored 2.5, 4 students scored 2 Problem Statement: 25 students scored 3, 11 students scored 2.5, 3 students scored 2, 2 students scored below 2.

A combined total on these two areas indicated that 80 out of 82 scores met or exceeded the success criteria (97.5%)

Outcome 3: Assessment tool involved students recording a 15 minutes interview where they were instructed to utilize a specific skill set (see attachment 2: Interview 2 Grading Rubric) 11 students scored 3,

Outcome: 16 students scored 2.5, 11 students scored 2, and 3 students scored below 2

This indicates that 92.7% of students met or exceeded the standard for success.

Outcome 4: Assessment tool involved students completing a series of questions referring to a case study that requested students to write one goal, two objectives, and compose a case note.

Outcome: Goals: 16 students scored 3, 16 students scored 2, 9 students scored 1

Objectives: 16 students scored 3, 16 students scored 2, 8 students scored 1, 1 student scored 0

S.O.A.P (subjective, objective, assessment, plan): 36 students scored greater than or equal to 8

and 5 students scored below 12. 78% of students met or exceeded the standard for success for both writing goals and writing objectives, while 87.8% of students met or exceeded the standard for success in writing S.O.A.P notes.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in the assessment results. *(This should be an interpretation of the assessment results described above and a thoughtful analysis of student performance.)*

**Strengths:** Based on the statistical data reported above, it is believed that the addition of more practice sessions has had a substantial impact on student success. For outcome 1: 9( 21%) of students rated at the level of mastered criteria, while another 19 (46%) scored a 2.5 out of three, indicating that 67% of the students assessed exceeded the standard for success! With regards to identifying strengths/weaknesses on outcome 2: 33 students (80.4%) rated at the level of mastered criteria, while another 4students (9.7%) scored a 2.5 out of three. This indicates that 90.1% of students assessed exceeded the standard for success. With regards to writing a problem statement (part of outcome 2), 25 students (61%) scored at mastered criteria while 11 students (26.8) scored a 2.5. This indicates that 87.8% of students exceeded the standard for success. For outcome 3: 11 students (26.8%) scored at mastered criteria while 16 students (39%) scored a 2.5. This indicates that 65.8% of students exceeded the standard for success. For outcome 4, 16 students (39%) exceeded the criteria for success in BOTH writing goals and writing objectives, while an overwhelming percentage of students (87.8%) met/exceeded criteria for success on writing a note. Based on the statistical data and the fact that students overwhelmingly surpassed the standard for success, it is believed that the current method of teaching is providing appropriate advantages for students to learn the material.

**Weaknesses:** Two areas that appeared to have lower numbers were in the Goal writing and Objective writing measures. For each of these areas there were 9 students (22%) who scored below the criteria for success. Based on responses that students supplied for these areas, it is observed that this population of students struggled with meeting all of the SMART (specific, measurable, attainable, relevant, time specific) criteria for writing goals and objectives. One major struggle with this population of students was found in making the goals and objectives measurable and time specific.

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III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses. (If students met all expectations, describe your plan for continuous improvement.)

For Outcome 4: Regarding goals/objectives further instruction and more in depth exploration of the concepts will be implemented.

For all other outcomes: Instruction will continue to include an adequate number of opportunities for students to work on practicing the skills that they are exposed to through lecture and reading.

2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.

a. [ ] Outcomes/Assessments on the Master Syllabus
Change/rationale:

b. [ ] Objectives/Evaluation on the Master Syllabus
Change/rationale:

c. [ ] Course pre-requisites on the Master Syllabus
Change/rationale:

d. [ ] 1st Day Handouts
Change/rationale:

e. [ ] Course assignments
Change/rationale:

f. [ ] Course materials (check all that apply)
[ ] Textbook
[ ] Handouts
[ ] Other:

g. [ ] Instructional methods
Change/rationale:

h. [ ] Individual lessons & activities
Change/rationale:

3. What is the timeline for implementing these actions?

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course. It is felt that the tools utilized were adequate and appropriate for ascertaining the date that was collected.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

3. Which outcomes from the master syllabus have been addressed in this report?

All [X] Selected [ ]

If "All", provide the report date for the next full review: Fall 2014

If "Selected", provide the report date for remaining outcomes:

Submitted by:

Print: Kristy Norris
Faculty/Preparer

Signature

[Handwritten signature of Kristy Norris]

Date: 3-27-12

Print: Starr Burke
Department Chair

Signature

[Handwritten signature of Starr Burke]

Date: 3-29-12

Print: Bill Abernethy
Dean/Administrator

Signature

[Handwritten signature of Bill Abernethy]

Date: MAR 30 2012

**COURSE ASSESSMENT REPORT**

**I. Background Information**

1. Course assessed:  
 Course Discipline Code and Number: HSW 200  
 Course Title: INTERVIEWING AND ASSESSMENT  
 Division/Department Codes: MNB/BEH
  
2. Semester assessment was conducted (check one):  
 Fall 20\_\_  
 Winter 20\_\_  
 Spring/Summer 2009
  
3. Assessment tool(s) used: check all that apply.  
 Portfolio  
 Standardized test  
 Other external certification/licensure exam (specify):  
 Survey  
 Prompt  
 Departmental exam  
 Capstone experience (specify):  
 Other (specify): Audio taped interview completed by student
  
4. Have these tools been used before?  
 Yes  
 No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.

5. Indicate the number of students assessed/total number of students enrolled in the course.  
 10 students were assessed/12 students were enrolled (2 withdrew during the semester)
  
6. Describe how students were selected for the assessment.  
 All students who completed the interviewing assignment were assessed.

**II. Results**

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.  
 No previous assessment has been conducted
  
2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus.  
 Outcome 1: Demonstrate competence in core attending skills in interviewing (i.e. observing, questioning, encouragers, paraphrasing, etc.)
  
3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. ***Please attach a summary of the data collected.***

Student tapes were listened to and accompanying papers were read to ascertain the student's successful implementation of the basic attending skills. The instructor listened for successful demonstration of the following 5 components of attending: appropriately using open and closed questions, utilizing encouragers, paraphrasing, summarizing and demonstration of at least one observation (verbal or written).

Based on the tapes, students were critiqued and given a score from 3 to 0, based on how many skills they were able to demonstrate during the interview.

3 = successful demonstration of all five components

2 = Successful demonstration of 4 components OR poor demonstration of 5 components

1 = Successful demonstration of 3 components OR poor demonstration of 4 components

0 = demonstrating 2 or fewer components OR poor demonstration of 3 or fewer components

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Scores were also broken in to .5 increments in the instances where students demonstrated some competence in components.

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. *Please attach the rubric/scoring guide used for the assessment.*

The master syllabus indicates: 70% of students must meet all learning outcomes.

This preparer interpreted this standard of success to mean that students must score 70% or greater on each outcome. 70% on OUTCOME 1 would be the equivalent of a 2.1 on the rubric. For this measure, the preparer is using a 2 on a scale of 0-3 to indicate success. This discrepancy will be addressed with the next master syllabus review.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

**Strengths:** On this assessment, 60% of the students met the criteria for success. These students scored a 2.0 or better out of a possible 3 points. Of that 60%, 30% scored ABOVE the minimum criteria. This indicates that approximately 2/3 of the 10 students who submitted the assignment are successfully able to implement the basic attending skills that they are learning in HSW 200.

**Weaknesses:** On this assessment assignment, 40% of the students scored below the criteria for success. There appears to be a couple of factors that influence this score. First, several of the students expressed intimidation, felt unprepared to complete an interview with a "stranger", and expressed being nervous when undertaking the assignment. These students are still working on developing a sense of competence and self-assuredness. Second, the amount of control that can be exerted over the "client" that each student is interviewing is limited, just like in the real work world with real clients. This means that there are instances where students may not have the opportunity to demonstrate all of the skills they have learned, no matter how hard they try.

**III. Changes influenced by assessment results**

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.

The instructor will work to increase the number of practice sessions that students have, in order to build up each student's confidence, before sending them for their first taped interview.

The instructor will also work to develop clearer guidelines that each student can present to their "clients" prior to each interview.

2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.

- a.  Outcomes/Assessments on the Master Syllabus

Change/rationale:

- b.  Objectives/Evaluation on the Master Syllabus

Change/rationale: The master syllabus will be updated to reflect more clarification regarding standard for success.

- c.  Course pre-requisites on the Master Syllabus

Change/rationale:

- d.  1<sup>st</sup> Day Handouts

Change/rationale:

- e.  Course assignments

Change/rationale:

- f.  Course materials (check all that apply)

Textbook

Handouts

Other:

- g.  Instructional methods

Change/rationale: Provide more interactive activities in class to enhance and build up student confidence and more detailed guideline for student's "clients".

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3. What is the timeline for implementing these actions? Starting in Fall of 2009 and reassessed in Fall of 2010

**IV. Future plans**

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.

Based on the indication of a clear learning curve, with the majority of the students falling within the average range of scoring, it is deemed that this method of assessment is a valid approach to evaluate each student's performance.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

3. Which outcomes from the master syllabus have been addressed in this report?

All \_\_\_\_\_ Selected 1

If "All", provide the report date for the next full review: \_\_\_\_\_

If "Selected", provide the report date for remaining outcomes: OUTCOME 2: Fall 2010, Outcome 3 & 4 Fall 2009

**Submitted by:**

Print: <u>Kristy Norris</u> Faculty/Preparer	Signature: <u><i>Kristy Norris</i></u>	Date: <u>8/31/09</u>
Print: <u>Starr Burke</u> Department Chair	Signature: <u><i>Starr Burke</i></u>	Date: <u>8/13/09</u>
Print: <u>M. Showalter</u> Dean/Administrator	Signature: <u><i>M. Showalter</i></u>	Date: <u>SEP -11 2009</u>

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**I. Background Information**

1. Course assessed:  
 Course Discipline Code and Number: HSW 200  
 Course Title: INTERVIEWING AND ASSESSMENT  
 Division/Department Codes: MNB/BEHD
  
2. Semester assessment was conducted (check one):  
 Fall  
 See # 5 below  
 Spring/Summer 20\_\_
  
3. Assessment tool(s) used: check all that apply.  
 Portfolio  
 Standardized test  
 Other external certification/licensure exam (specify):  
 Survey  
 Prompt  
 Departmental exam  
 Capstone experience (specify):  
 Other (specify):
  
4. Have these tools been used before?  
 Yes  
 No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.

5. Indicate the number of students assessed/total number of students enrolled in the course.  
 32 students were assessed/40 enrolled (Winter 2009 and Spring/Summer 2009)
  
6. Describe how students were selected for the assessment.  
 Students were given this assessment as a portion of their final exam. All students who participated in the final exam took this assessment

**II. Results**

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.  
 This author is unaware of any previous assessments for this outcome.
  
2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus.  
 OUTCOME 4: Demonstrate skill in writing goals, objectives and progress notes in the context of a client intervention strategy
  
3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. ***Please attach a summary of the data collected.***  
 Students were presented with a case student that challenged them to create a goal and objectives for that client, along with writing a S.O.A.P. S (subjective), O (objective), A (assessment), and P (plan) note. Student answers were then assessed based on a scoring rubric that had been developed. Students were rated 0-3 on responses for their goal, 0-3 on responses for their objectives and 0-12 for their S.O.A.P. note.  
 65% of students reached the success indicator for writing a goal.  
 84% of students reached the success indicator for writing an objective.  
 59.4% of students reached the success indicator for writing a S.O.A.P. note.
  
4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. ***Please attach the rubric/scoring guide used for the assessment.***  
 The master syllabus indicates: 70% of students must meet all learning outcomes.

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This preparer interpreted this standard of success to mean that students must score 70% or greater on each outcome. For success, criteria on writing a goal and objectives the students would need to score 2 or higher (on a scale of 0-3). For success criteria on writing a S.O.A.P note, students would need to score an 8 or higher (on a scale of 0-12). Clarification of the standard for success will be reflected on master syllabus.

GOAL: 6 students scored 0 (19%); 5 students scored 1 (15.5%); 9 students scored 2 (28%); 12 students scored 3(37.5%).

OBJECTIVES: 1 student scored 0 (3%); 4 students scored 1 (13%); 3 students scored 2 (9%); 24 students scored 3 (75%).

S.O.A.P.: 19 students scored between 8 and 12 (59.4%); 10 students scored between 4 and 7 (31.2%); 3 students scored between 3 and 0 (9.4%).

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

Strengths: Students demonstrated a successful ability to write objectives. They demonstrated an understanding to have objectives that are short, measurable and need to be "steps" that help the client work toward a larger goal.

Weaknesses: Students struggled the most with writing S.O.A.P. notes. Students had a hard time with understanding what needed to be written in the S (subjective), O (objective), A (assessment), and P (plan) aspects of a note.

**III. Changes influenced by assessment results**

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.

Instructors will work to better clarify what a S.O.A.P. note is and work to utilize more examples and clarification regarding this aspect.

2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.

- a.  Outcomes/Assessments on the Master Syllabus

Change/rationale:

- b.  Objectives/Evaluation on the Master Syllabus

Change/rationale: Standard for success will be updated on master syllabus for better clarification.

- c.  Course pre-requisites on the Master Syllabus

Change/rationale:

- d.  1<sup>st</sup> Day Handouts

Change/rationale:

- e.  Course assignments

Change/rationale:

- f.  Course materials (check all that apply)

Textbook

Handouts

Other:

- g.  Instructional methods

Change/rationale: Instructor will work to spend more class time and lecture helping provide instruction and insight on how to write S.O.A.P notes.

- h.  Individual lessons & activities

Change/rationale:

**Please return completed form to the Office of Curriculum & Assessment, SC 247.**



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3. What is the timeline for implementing these actions? Fall 2009 – to Fall 2010 (when next assessment will be)

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.

Based on information that was obtained, it is believed that this measure is an accurate depiction of students' level of understanding regarding goals, objectives, and notes.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

3. Which outcomes from the master syllabus have been addressed in this report?

All \_\_\_\_\_ Selected  X

If "All", provide the report date for the next full review: \_\_\_\_\_

If "Selected", provide the report date for remaining outcomes: OUTCOME 1, 2, & 3: Fall 2010.

Submitted by:

Print: Kristy Norris Signature: [Signature] Date: 8/31/09  
 Faculty/Preparer

Print: Starr Burke Signature: [Signature] Date: 8/31/09  
 Department Chair

Print: M. Showalter Signature: [Signature] Date: SEP -1 2009  
 Dean/Administrator

Part II of II logged 9/15/09 sj  
 Approved by the Assessment Committee 11/1/08

**COURSE ASSESSMENT REPORT**

**Background Information**

1. Course assessed:  
 Course Discipline Code and Number: HSW 200  
 Course Title: Interviewing & Assessment  
 Division/Department Codes: MNB/BEH
  
2. Semester assessment was conducted (check one):  
 Fall 2007  
 Winter 20\_\_  
 Spring/Summer 20\_\_
  
3. Assessment tool(s) used: check all that apply.  
 Portfolio  
 Standardized test  
 Other external certification/licensure exam (specify):  
 Survey  
 Prompt  
 Departmental exam  
 Capstone experience (specify):  
 Other (specify):
  
4. Have these tools been used before?  
 Yes  
 No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.  
 N/A

5. Indicate the number of students assessed/total number of students enrolled in the course.  
 25 students drawn from two sections of HSW 200 were assessed.
  
6. Describe how students were selected for the assessment.  
 All students in attendance on the day of the assessment, were assessed.

**Results**

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.  
 No previous assessment had been executed.
  
2. State each outcome from the master syllabus that was assessed.  
 Outcome Two was assessed: "identify key elements of an effective assessment of client needs and strengths."
  
3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. Please attach a summary of the data collected.  
 Students were assessed on the basis of a five-point Likert scale (see attachments for prompt and scoring criteria): four = superior (7), three = above average (5), two = average (6), one = below average (6), zero = failing (1).
  
4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success.  
 The standard of success used was that at least 70% of students being assessed would earn a "two" or higher on the above scale (i.e., would be assessed to be performing at an "average" or above level). *See data - 72% M.S.*
  
5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

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Strengths: 28% of the students being assessed performed at a "superior" level: they were able to correctly identify the presenting problem; were able to think about the problem in psychological terms; and were able to correctly identify two or more strengths possessed by the character in the story prompt.

Weaknesses: 28% of the respondents scored in the "below average" or "failing" range. There appeared to be two main reasons for this. First, students scoring below average tended to be too literal in stating the presenting problem. The presenting problem involved Neil's (the fictional character) fear of losing control, but students had to infer this from what Neil said. The students scoring below average focused too closely on Neil's complaints about his co-worker. Second, students who scored poorly tended to frame the problem in behavioral terms without addressing the psychological underpinnings of the behavior.

**Changes influenced by assessment results**

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses, along with a timeline for these actions.  
 72% of students met the standard of success.  
 See below under "instructional methods."  
 Since this assessor is not scheduled to teach future sections of this course, the findings of this assessment will be conveyed to the instructor charged with teaching this course.

2. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.

Master syllabus  
 Change/rationale:

Curriculum  
 Change/rationale:

Course syllabus  
 Change/rationale:

Course assignments  
 Change/rationale: I

Course materials (check all that apply)  
 Textbook  
 Handouts  
 Other:  
 Change/rationale:

Instructional methods  
 Change/rationale: This reviewer did not teach the sections being assessed (sections were taught by a part-timer). However, it is reasonable to suppose that students who performed poorly could have benefited from careful study of a fictional "case study" - taking care to address the two items mentioned in the "Weaknesses" section.

Other:  
 Change/rationale:

**Future plans**

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.  
 The assessment tool was deemed to be a valid instrument to measure student learning.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.  
 n/a

Please return completed form to the Office of Curriculum & Assessment, SC 247.

COURSE ASSESSMENT REPORT

Submitted by: CHRIS M. SIETHL

Name: Chris M Siethl

Date: 6/30/08

Department Chair: Starr Burke

Date: 7/1/08

Dean: M. Shuman

Date: JUL - 1 2008

*logged 7/7/08 sj*

Please return completed form to the Office of Curriculum & Assessment, SC 247.